



**Winter 2023**

<b>Course &amp; Session Number</b>	<b>SOWK 616.01 S03</b>	<b>Classroom</b>	Online via Zoom Residency: Rm 3-275
<b>Course Name</b>	<b>Advanced Trauma Interventions in Diverse Contexts</b>		
<b>Dates and Time</b>	Start of Classes: Feb 28, 2023 End of Classes: April 12, 2023 Dates and Time: Online component: Tuesdays 6:30-8:30 (Feb 28, March 7, March 14, March 21, March 28, April 4, April 11) In person Residency: March 1- April 2 from 9:00am -4:00pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Krista Osborne RCSW, MSW RSW	<b>Office Hours</b>	As Requested if you are flexible
<b>UCalgary E-mail</b>	<a href="mailto:Krista.osborne@ucalgary.ca">Krista.osborne@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please email

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

### SYLLABUS STATEMENT

Considers complicating factors in applying best, promising and ethical practices and techniques in clinical practice with diverse populations. The needs of diverse and specific populations, including Indigenous persons and groups marginalized by structural inequalities will be examined.

### COURSE DESCRIPTION

In this class we will focus on the nature and impact of specific intervention strategies applied to diverse populations. This includes people whose jobs and professional responsibilities place them at high risk for working in traumatic situations. The class will also explore issues related to traumatic experiences of vulnerable populations such as immigrants and refugees, and people impacted by disaster. Finally, we will examine secondary traumatic stress, vicarious traumatization, and issues impacting the social work practitioner.

This course uses a blended teaching method. The instructor will use online synchronous time for class discussions and exercises. Online asynchronous content will include taped interviews, documentaries, and taped lectures. The **online** component of this course will take place via Desire2Learn (D2L) and Zoom. The in-class residency component will include a variety of experiential teaching methods. Students are expected to attend all the residency dates.

This course is the last course in the trauma informed specialization of the MSW program. Prerequisites are SOWK 610 and 612.

### COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Understand and apply key concepts and theoretical perspectives regarding the nature and scope of how people cope with traumatic life experiences
2. Distinguish and apply key concepts and theoretical perspectives on trauma and resilience with diverse groups such as immigrants and refugees
3. Identify short- and long-term interventions in communities impacted by disaster
4. Understand stress, trauma, and decision-making for social work practitioners
5. Explain political, policy, and legal contexts pertaining to people with traumatic life experiences in diverse contexts
6. Identify best practices in wellness and self-care related to social workers' experiences of stress and trauma in their work.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

#### **Required text:**

Menaken, R. (2017), *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Los Vegas: Central Recovery Press.

#### **Recommended text: (Link on D2L to library copy)**

Regehr, C. (2018). *Stress, trauma, and decision-making for social workers*. New York, NY: Columbia University Press.

#### **Other Course Readings:(on D2L)**

Collins-Camargo, C & Antle, B. (2018) Child welfare supervision: Special issues related to trauma-informed care in unique environment, *The Clinical Supervisor*, 37:1, 64-82, DOI: 10.1080/07325223.2017.1382412

Dominelli, L. (2015). The opportunities and challenges of social work interventions in disaster situations. *International Social Work*, 58(5), 659-672.

Drolet, J., Dominelli, L., Alston, M., Ersing, R., Mathbor, G., & Wu, H. (2015). Women rebuilding lives post-disaster: Innovative community practices for building resilience and promoting sustainable development. *Gender & Development*, 23(3), 433-448.

Ostrander, J., Melville, A., & Berthold, S.M. (2017). Working with refugees in the U.S.: Trauma-informed and structurally competent social work approaches. *Advances in Social Work*, 18(1), 66-79.

Lu, Zhou & Pillay. (2017). Counselor education students' exposure to trauma cases. *International Journal of Advanced Counselling*, 39:322–332. DOI 10.1007/s10447-017-9300-4

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

## RELATIONSHIP TO OTHER COURSES

This course is one of a four-course component in trauma treatment and trauma informed care (SOWK 610, SOWK 612, SOWK 614, SOWK 616). In this course we examine advanced trauma interventions in diverse contexts using a multidimensional approach with a variety of populations and contexts, and consider the role of stress, trauma, and decision-making for social workers.

## CLASS SCHEDULE

### Important Dates for Winter 2023

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

Dates	Topics	Readings/ Due Dates
<b>Online</b> (10 hour Synchronous, 8 hours asynchronous videos and reflections)		
Feb 28 Zoom 6:30-8:30	<b>Introduction to the Course</b> <ul style="list-style-type: none"> <li>•Introductions</li> <li>•Overview</li> <li>•Discussion of Final Project</li> </ul>	Recommended: Regehr, C. (2018) Chapters 1-5
March 7 Zoom 6:30-8:30	<b>First Responders</b> <ul style="list-style-type: none"> <li>• Recorded Interview: Cole Chapelsky, Fire Fighter (please view on D2L prior to class)</li> </ul>	<b>DUE: Outline for Final Assignment</b>  Menaken, Resman (2017), Chapters 1-9
March 14 Zoom 6:30-8:30	<b>Disaster Recovery</b> <ul style="list-style-type: none"> <li>• Recorded Interview: Dr. Julie Drolet (please view on D2L prior to class)</li> </ul>	<b>DUE: Reflections on First Responders</b>  Dominelli, L. (2015).  Drolet, J., Dominelli, L., Alston, M., Ersing, R., Mathbor, G., & Wu, H. (2015).
March 21 Zoom 6:30-8:30	<b>Immigration/ Refugee</b> <ul style="list-style-type: none"> <li>•Recorded Interview: Dr. Ajwang Warria (please view on D2L prior to class)</li> </ul>	<b>DUE: Reflections on Disaster Recovery</b> Ostrander, J., Melville, A., & Berthold, S.M. (2017).
March 28 Zoom 6:30-8:30	<b>Trauma Informed Supervision</b> <ul style="list-style-type: none"> <li>•Recorded Interview: Faye Hamilton MSW, Phd candidate (please view on D2L prior to class)</li> </ul>	<b>DUE: Reflections on Immigration/Refugee Issues</b> Collins-Camargo & Antle (2018) Menaken, Resman (2017), Chapters 10-17
<b>Residency</b> (18 hours synchronous)		
March 31AM	<b>Trauma Informed Practice Practice Methods: With Individuals</b>	Regehr, C. (2018) Chapter 6-12
March 31 PM	Trauma Specific Therapy	Menaken, Resman (2017), Chapters 18-19
April 1 AM	•Guest Speaker: Carolyn Barker RCSW on EMDR	
April 1 PM	<b>Trauma Informed Practice Methods: With Families</b> <b>Countering Extremism</b>	Menaken, Resman (2017), Chapters 20-21

April 2 AM	<p>Guest Speakers: Peter Smyth and Laura Stolte, Evolve Program - Organization for the Prevention of Violence</p> <p><b>Trauma Informed Practice: With Communities</b></p> <ul style="list-style-type: none"> <li>• Queer Communities</li> <li>• Neurodiversity</li> <li>• Religious minorities</li> <li>• Ablism</li> <li>• Social Justice and Advocacy</li> <li>• Ethical Practice</li> </ul>	<p>Menaken, Resman (2017), Chapters 22-24 See D2L for additional articles</p>
April 2 PM	<p><b>Trauma exposure in the workplace</b></p> <ul style="list-style-type: none"> <li>• Workplace stress, trauma exposure, and professional decision-making</li> <li>• Political, policy, and legal contexts pertaining to people with traumatic life experiences in diverse contexts</li> <li>• Trauma resilience and post traumatic growth</li> </ul>	<p>Lu, Zhou &amp; Pillay. (2017).</p>
Online (4 hours Synchronous)		
April 4 Zoom 6:30-8:30	Presentations of Final Projects	<b>Due Final Projects</b>
April 11 Zoom 6:30-8:30	Presentations of Final Projects Class Wrap up	<b>Due Reflections on Overall Learnings</b>

### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

#### MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## **ASSESSMENT COMPONENTS**

### **Assignment 1: Reflective Journal (40% total)**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

#### Due Dates:

- First Responders (10%): March 14<sup>th</sup>
- Disaster Recovery (10%): March 21<sup>st</sup>
- Immigration/ Refugee (10%): March 28<sup>th</sup>
- Overall Learnings (10%): April 11<sup>th</sup>

#### Assignment Description:

Students will be expected to record a short informal video/audio recording or written journal entry (500 words) reflecting on the content posted during the online component of the courses. Student submissions must be brief, meaningful, identify implications for trauma-informed practice as a social work professional, and personal significance. Submissions should be no longer than 5 minutes. This is not intended to be an academic reflection, so no extra outside resources are necessary but should be properly referenced if used. Students should refer to course readings/ lectures and video content as part of this assignment. There will be a total of 4 submissions each worth 10%.

Assessment Criteria: Students will be graded on clarity of thought and presentation, critical thinking connection to practice and ability to self-reflect. A detailed rubric will be posted on D2L.

### **Assignment 2: Outline of Final Assignment (20%) – Due March 7th by 11:59pm**

Aligned Course Learning Outcomes: 1,5,6

#### Assignment Description:

Manaken (2017) invites us to explore ourselves, our bodies and how our bodies cope with stress. He also invites us to understand culture as healing. As part of a deep understanding of trauma, students need to be able to identify best practices in wellness and self-care related to their own experiences of stress and trauma. The final project is designed to help students develop practices and connection to their self, and their history that will support them to stay well.

This outline of the student's final project will detail how the student intends to approach their Final Trauma Integration Assignment.

- Students will submit a brief audio or video outline of the topic and approach of their final assignment via Dropbox on D2L
- This outline is intended only to allow instructor to give students feedback and guidance on your final assignment to ensure students are on the right track.
- Outlines should be approximately 5 min and discuss the topic, approach, any initial thoughts on knowledge acquisition as well as any questions the students may have for the instructor about how to proceed with their final project.
- Students need to indicate how their project is connected to Trauma Informed Practice, the Code of Ethics, their readings and the course content of SOWK 610, SOWK 612, SOWK 614, and SOWK 616
- Outline should include an Annotated Bibliography including 8 sources of information (academic, knowledge keepers or other external sources acceptable) supporting their project.

Assessment Criteria: Students will be graded on clarity of thought and presentation, critical thinking connection to practice and ability to self-reflect. A detailed rubric will be posted on D2L.

**Assignment 3: Trauma Integration Project- Culture as Healing (40% Total)– Due April 4<sup>th</sup> by 11:59pm**  
Aligned Course Learning Outcomes: 1,5, 6

Assignment Description:

Through SOWK 610, SOWK 612, SOWK 614, and SOWK 616 students have been exposed to many concepts related to trauma informed practice. The essence of trauma work is nuanced and complicated but is not necessarily about telling and retelling of trauma stories. Manaken (2017) invites us to explore our bodies reactions to the world, our personal and family history and our culture as a mode of deep healing trauma for ourselves and future generations. For these reasons, students are asked to approach their final assignment in unique and creative ways informed by their own cultural, spiritual and/or family history as it relates to healing, wellness and post traumatic growth. Students are encouraged to explore a meaningful project of their choice rooted in trauma informed practice. The intent is not to uproot or disclose trauma stories but to support healing and integration.

Students are free to approach the assignment in creative ways but will be evaluated on their ability to articulate their learnings about trauma informed practice in either verbal or written form about the process of creating or experiencing their project. Students will also be evaluated on how their ability to articulate the connection of their project to trauma informed work, the impact on their nervous system and how it will inform the student's work in the future. Students are expected to lean on mentors, family, friends, Elders, therapists, Instructors, spiritual leaders, mental health experts, researchers, theory and other ways of knowing as appropriate to support their journey in a safe and respectful way.

Students will submitted their final formal assignment to D2L for grading. Students will also present their project informally to a small discussion group at the end of the semester. This informal discussion will not be graded.

Some examples of topics/ projects could be:

- Exploration of their own resilient history through digital storytelling
- Exploration of their own cultural/spiritual/family history
- Art project detailing their exploration (bead work, painting, poetry, cross stitch ect.)

- Exploration of a spiritual/cultural/ceremonial practice
- A look at their genealogy as it relates to their learnings.

Assessment Criteria:

- The project itself will be worth 10% of the mark (see D2L for Rubric). Please share the completed assignment if a visual project/auditory project. If the project was more experiential in nature a description of the experience should be included.
- The written/audio and/or video description of the project and learning worth 30% of the mark (see D2L for Rubric)
- If using a written component, students are expected to use APA 7th edition. (8-10 pages)
- Audio/video assignments should be no longer than 10 minutes.
- A list of resources in the form of a bibliography used to inform the project should be referenced.
- Detailed Rubric will be posted on D2L

**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student’s responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.”

**LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

**EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

**ACADEMIC MISCONDUCT**



It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

**GRADING**

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. The instructor will round up to the closet whole percentage if the D2L grade is .5 or above of a percentage.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. <b>Note:</b> Students who accumulate two grades of "B-" or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements	

**COURSE EVALUATION**

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

#### **ADDITIONAL SUGGESTED READINGS**

Additional optional readings to supplement student learning will be provided on D2L.

#### **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

##### **Professional Conduct**

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

##### **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

##### **Research Ethics**

“If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

### **Instructor Intellectual Property**

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

### **Other Important Information**

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information